

Virginia Grade Level Alternative
Forms

Virginia Grade Level Alternative Assessment Participation Criteria Form

To qualify for the Virginia Grade Level Alternative (VGLA) assessment, a student's IEP team/504 committee must determine that a student is eligible based on answering the following questions for each content area considered: (a "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.)

Virginia Grade Level Alternative Assessment Participation Criteria:

1) Does the student have a current IEP/ 504-plan?

Yes No

2) Does the student demonstrate his/her individual achievement of Standards of Learning content through means other than multiple-choice formats?

Yes No

3) As a result of a disability, the student is unable to demonstrate his/her individual achievement of the Standards of Learning test for the assigned course or grade level using available standard and/or non-standard accommodations and/or formats?

Yes No

The decision to participate in the Virginia Grade Level Alternative Assessment should **not** be based solely on information regarding:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- Level of intelligence; or
- Place where the student receives services.

Virginia Grade Level Alternative Assessment
Affidavit of Student Performance

Student Information

Student Name: _____ Date of Birth: _____

School Name: _____

School Division: _____

Subject/Course Submission: _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Virginia Grade Level Alternative assessment was performed, to the best of my knowledge, by the student using allowed accommodations as noted in his/her current IEP/504-plan and in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not:

- fabricate, alter, or modify student work samples, products, or data,
- describe student behaviors that provide a negative image of the student, or
- provide any accommodation/assistive device that is not a regular part of the student's daily instruction.

Teacher: _____
Signature

Date: _____

Building Administrator/Designee: _____
Signature

Date: _____

Division: _____ School: _____
Student Name: _____ Grade: _____
DOB: _____ Student ID Number: _____
Content Area of Submission: _____

Request for Appeal:

- Justification Statement:**

[illegible]

Virginia Grade Level Alternative Assessment

Official Audit Form

After complete and thorough review of the Virginia Grade Level Alternative (VGLA) Assessment Official Score Report and corresponding evidence used in rating the VGLA submission for:

Student Name: _____ Student Number: _____

Grade: _____ Content Area of Submission: _____

School/ Division: _____

Submitted and scored on: _____
Date

Results of review by the audit panel:

☐

Affirms ratings earned and validates the audit for the above referenced portfolio and/or content/grade level entry.

☐

Requests further information and/or knowledge used to assign ratings for the above referenced portfolio and/or content/grade level entry to be provided to the audit review panel on or before _____.
Date

☐

Finds non-agreement between ratings assigned and evidence provided and therefore recommends actions detailed below.

☐

Modifies and/or rejects scoring for the portfolio and/or content/grade level entry referenced above and recommends actions detailed below.

Recommended Audit Actions:

Audit Chairperson Signature

Date